

*Ipswich
Elementary Schools
2021-2022*



*Parent and Student
Handbook*

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IPSWICH PUBLIC SCHOOLS OVERVIEW

www.ipsk12.net

Superintendent's Office	978-356-2935
Ipswich High School	978-356-3137
Ipswich Middle School	978-356-3535
Paul F. Doyon Memorial School	978-356-5506
Winthrop School	978-356-2976

THE STATEMENT OF PHILOSOPHY FOR THE IPSWICH SCHOOL SYSTEM

EDUCATION PRESUMES A LEARNING COMMUNITY. It is a community that presumes the inherent worth, dignity and integrity of each of its members while it is strengthened by the richness of its differences. Supported by the townspeople, it is a composite of students, parents and teachers working together to create an environment in which learning and excellence thrive. The community assumes mutual respect and care as it seeks to instill a life-long habit of inquiry so that each may constructively participate in an ever-changing, complex world.

TEACHING AND LEARNING ARE EQUAL COMPONENTS OF THE SAME PROCESS. While the school exists for the student, its success depends on a mutually beneficial environment. Students and teachers alike must be challenged as they are nurtured; held to standards of excellence as they are supported in their endeavor; given direction as they are encouraged to explore. Education is rewarding to both teachers and students. As such, no learning or teaching style is privileged. Because learning styles and rates are diverse, teaching is innovative, multi-faceted, flexible, appropriate and integrated. The school affirms the struggle toward excellence without denigrating honest failure.

SCHOOLS ENCOURAGE THE DEVELOPMENT OF BOTH THE TANGIBLE AND INTANGIBLE. The school experience cultivates the intellectual, emotional, social and physical growth of all. It is a place where creative expression and basic skills support and enrich one another, where leadership, initiative, interdependence, trustworthiness and personal responsibility are exemplified by the staff and fostered in the student.

THE ULTIMATE AIM OF EDUCATION IS TO EMPOWER STUDENTS TO REALIZE THE FULL RANGE OF HUMAN POTENTIAL. The goal of education is to equip students with necessary basic skills, an appreciation of beauty, and a desire for excellence so that each may know the joy of intellectual accomplishment. However, the value of education lies in its challenge to students to reach beyond themselves to form an inclusive vision of human history and possibility.

Adopted: February 2, 1989

Reviewed: April 25, 1994



Ipswich Public Schools

Dr. Brian J. Blake
Superintendent of Schools

One Lord Square
Ipswich, MA 01938
www.ipsk12.net
Phone 978-356-2935
Fax 978-356-0445
bblake@ipsk12.net

Ipswich Public School Mission Statement

Ipswich Public Schools aspires to empower ALL students to be global citizens who are effective communicators, analytical problem solvers and savvy consumers of information. We propose to do this through an emphasis on communication, critical thinking, creativity, self-management, perseverance and collaboration. Students will be active partners in authentic learning, offering voice and choice in demonstrating competency.

IPSWICH PUBLIC SCHOOLS

IPSWICH SCHOOL COMMITTEE

Charles Whitten, Vice Chair

Emily Cannon

Kate Eliot

Pavica Kneedler

Hugh O'Flynn

Jeff Poirier

Greg Stevens

The Ipswich School Committee generally holds its meetings on the first and third Thursday of each month. The public is always invited. A citizen may obtain information about the date or agenda of a specific meeting by calling the Superintendent's Office or by visiting our website: www.ipsk12.net.

2021 – 2022 Administration Building Staff

1 Lord Square

Ipswich, Massachusetts

(978) 356-2935

SUPERINTENDENT OF SCHOOLS

Dr. Brian Blake

Executive Confidential Secretary
to the Superintendent

Laura Hillery

Director of Pupil Personnel Services

Dr. Beverly Hegedus

Pupil Personnel Services

Administrative Assistant

Heidi Kent

Director of Teaching & Learning

Tracy Wagner

Receptionist/Secretary

To the Director of Teaching & Learning

Nicole Dziadose

Director of Finance and Operations

Cheryl Herrick-Stella

Accounts Payable Associate

Janet Higgins

Payroll Associate

Elizabeth Valentine

Accounting Clerk

Cindy Williams

Assistant Director, School Facilities

Brad Orme

IPSWICH PUBLIC SCHOOLS 2021-2022 SCHOOL CALENDAR

JULY						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	ER	7	8
9	10	11	12	ER	14	15
16	H	18	19	ER	21	22
23	24	25	26	ER	28	29
30	31					

School Hours		
Elementary	8:40 AM	3:05 PM
Secondary	7:45 AM	2:21 PM

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	TW	TW				

Important Dates	
August 30	Opening Day for Teachers
August 31	Teacher Workshop
September 1	First Day of School
June 15	Last Day of School-181 days
June 23	Last Day of School - 5 snow days

FEBRUARY						
S	M	T	W	T	F	S
		1	2	ER	4	5
6	7	8	9	ER	11	12
13	14	15	16	ER	18	19
20	H	V	V	V	V	26
27	28					

SEPTEMBER						
S	M	T	W	T	F	S
			FD	ER	NS	4
5	H	7	8	ER	10	11
12	13	14	15	ER	17	18
19	20	21	22	ER	24	25
26	27	28	29	ER		

Holidays and No School Days

September 3	No School
September 6	Labor Day
October 11	Columbus Day
October 12	Professional Development Day
November 11	Veteran's Day
November 25	Thanksgiving
November 26	Thanksgiving Break
December 23- December 31	Winter Holiday Break
January 17	Martin Luther King Jr. Day
February 21-25	Winter Break
April 18-22	Spring Break
May-30	Memorial Day
June 20	Juneteenth Observance

MARCH						
S	M	T	W	T	F	S
		1	2	ER	4	5
6	7	8	9	ER	11	12
13	14	15	16	ER	18	19
20	21	22	23	ER	25	26
27	28	29	30	ER		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	ER	8	9
10	H	PD	13	ER	15	16
17	18	19	20	ER	22	23
24	25	26	27	ER	29	30
31						

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	ER	8	9
10	11	12	13	ER	15	16
17	H	V	V	V	V	23
24	25	26	27	ER	29	30

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	ER	5	6
7	8	9	10	H	12	13
14	15	16	17	ER	19	20
21	22	23	TER	H	H	27
28	29	30				

Early Release Times (ER)	
Elementary Schools	1:50 PM
Secondary Schools	1:17 PM

MAY						
S	M	T	W	T	F	S
1	2	3	4	ER	6	7
8	9	10	11	ER	13	14
15	16	17	18	ER	20	21
22	23	24	25	ER	27	28
29	H	31				

DECEMBER						
S	M	T	W	T	F	S
			1	ER	3	4
5	6	7	8	ER	10	11
12	13	14	15	ER	17	18
19	20	21	22	ER	V	25
26	V	V	V	V	V	

Thanksgiving Early Release (TER)	
Elementary Schools	11:55 AM
Secondary Schools	11:20 AM

Key:	
FD	First Day
TW	Teacher Workshop
PD	Professional Development Day
ER	Early Release
TER	Thanksgiving Early Release
H	Holiday
V	Vacation

JUNE						
S	M	T	W	T	F	S
			1	ER	3	4
5	6	7	8	ER	10	11
12	13	14	15	ER	17	18
19	H	21	22	ER	24	25
26	27	28	29	ER		

**IPSWICH
ELEMENTARY
SCHOOLS
OVERVIEW**

Paul F. Doyon Memorial School



Core Values

The following Core Values represent what we at Doyon School feel are the most important outcomes for our students, and the essential characteristics of how we as a staff will work together in pursuit of those outcomes. They are the result of many hours of discussion and debate and reflect the consensus and commitment of the faculty. These “intentions” will guide us in the ways we care for and challenge students, and they will serve as a roadmap for our decisions about school activities and programs.

It is our aim that all students will:

- Take responsibility for their own behavior as individuals, and as active cooperative citizens of Doyon School
- Exhibit positive self-esteem and have confidence in themselves as people and as learners, being willing to question, explore, and risk mistakes
- Become skillful problem solvers, thoughtful decision makers, critical thinkers, and fluent communicators
- Show caring, tolerance, and respect for others, celebrating each other’s accomplishments, and sharing the wonder and joy each day can bring

In addition to the above, it is our aim that in this school all professional staff will

- Work together as a DOYON TEAM, helping each other, sharing expertise, appreciating each other’s talents, talking with one another about instruction and curriculum, and having high expectations for ourselves and for our students

Winthrop School



Core Values

Thinking-to foster exploration, creative problem solving, and critical thinking

Openness-to promote openness to risk-taking for the development of self-confidence and personal growth

Caring-to care for the needs of each child by building mutual trust and a sense of family wherein each child is encouraged to exercise social and scholastic responsibilities

Acceptance-to accept and be considerate of human differences while fostering a sense of community among students, staff, and parents

Respect - to build mutual respect for children and adults through sensitivity and awareness of individual needs and talents

Education-to educate the whole child intellectually, culturally, socially, emotionally, and physically

Paul F. Doyon Memorial School

Vision Statement

At the Paul F. Doyon Memorial School, our vision is to create a joyful learning community of creative thinkers, innovative problem solvers and compassionate citizens of the world.

Mission Statement

Citizenship

- showing compassion and respect for ourselves, the people around us, and the world around us
- fostering a value of cooperation

with the goal of becoming a valued, contributing member of our school family and our community as a whole.

Responsibility

- taking responsibility for our own learning in a process of continuous improvement
- striving to become a good decision maker and problem solver

with the goal of becoming a life-long learner.

Learning

- recognizing and utilizing the talents and gifts of ourselves and others
- accepting challenges and taking risks which allow us to expand our understanding of the surrounding world

with the goal of recognizing and then implementing the skills needed for today, and building on what is needed for tomorrow.

Vision of the Winthrop School

We are a community of learners inspired to act with compassion, integrity and joy.



Mission of the Winthrop School

We, the staff of the Winthrop School, strive to facilitate lifelong learning in our children. We hope to develop independent thinkers, problem solvers, and creative risk takers.

Through encouragement of self-knowledge and the building of skills, values, and lifetime habits, we seek productive contributors to the world in all areas: social, physical, intellectual, and artistic.

We seek to instill in our children a personal strength and self-confidence which is respectful of the thoughts and differences of others, a sense of responsibility for the environment and community, and an appreciation for both the inner self and the diversity of the world.



2021-2022 PAUL F. DOYON MEMORIAL SCHOOL STAFF

phone: 978-356-5506 fax: 978-356-8574 website: www.ipsk12.net

	<u>Voice Mail Extension</u>	<u>Email address</u>
Principal..... Sarah Goodale-O'Brien	113	sobrien@ipsk12.net
Admin Assistant..... Rene Costoplus	114	rcostoplus@ipsk12.net
Secretary..... Amy Digby	100	adigby@ipsk12.net
Nurse..... Siobhan Lemire	111	slemire@ipsk12.net
School Counselor..... Dominic O'Neill	123	doneill@ipsk12.net
<u>Classroom Teachers</u>		
Kindergarten..... DeeDee Bates	206	dbates@ipsk12.net
	Cheryl Bistany Hill	chill@ipsk12.net
	Jena Woodworth	jwoodworth@ipsk12.net
Grade 1..... Annemarie Kelley	304	akelley@ipsk12.net
	Susan Merrill	smerrill@ipsk12.net
	Laura Repplier	lrepplier@ipsk12.net
Grade 2..... Donna Blake	210	dblake@ipsk12.net
	Amy DiFazio	adifazio@ipsk12.net
	Susan Speak	sspeak@ipsk12.net
Grade 3..... Betsy Castonguay	110	bcastonguay@ipsk12.net
	Meghan Hubbard	mhubbard@ipsk12.net
	Andrea Welch	awelch@ipsk12.net
Grade 4..... Carrie Clasby	105	cclasby@ipsk12.net
	Toni Mannette	tmannette@ipsk12.net
	Kimberly Meaney	kmeaney@ipsk12.net
Grade 5..... Brooke Eagar	106	beagar@ipsk12.net
	Bryan Healey	bhealey@ipsk12.net
	Jennifer Vickery	jvickery@ipsk12.net
<u>Specialists</u>		
Art..... Holly Bendezu	202	hbendezu@ipsk12.net
ELL..... Sarah Trotsky	102	strotsky@ipsk12.net
Library..... Teresa Hohenstein	120	thohenstein@ipsk12.net
Literacy..... Susan Moore	102	smoore@ipsk12.net
Math..... Lina Lopez-Ryan	201	llopezryan@ipsk12.net
Music..... James Fremont-Smith		jfremont-smith@ipsk12.net
	Cynthia Kreyling	ckreyling@ipsk12.net
	Lisa Palance	lpalance@ipsk12.net
	Marissa Scarano	mscarano@ipsk12.net
Physical Ed..... Whitney Cardew	119	wcardew@ipsk12.net
	Mark Southam	msoutham@ipsk12.net
World Language. Zulima Martin-Garcia		zmartin-garcia@ipsk12.net
<u>Special Education</u>		
	Elyssa Brand	ebrand@ipsk12.net
	Michelle Garvey	mgarvey@ipsk12.net
	Colleen Harrington	charrington@ipsk12.net
	Jill Hinckley	jhinckley@ipsk12.net
	Louise McHugh	lmchugh@ipsk12.net
	Emma Morgan	emorgan@ipsk12.net
	Laurie Skaza	lskaza@ipsk12.net
	Nicole Twomey	ntwomey@ipsk12.net
<u>Secretary</u> Megan DiGenova	117	mdonovan@ipsk12.net

2021-2022 PAUL F. DOYON MEMORIAL SCHOOL STAFF

phone: 978-356-5506 fax: 978-356-8574 website: www.ipsk12.net

	<u>Voice Mail Extension</u>	<u>Email address</u>
<u>Fellows</u>Genevieve Goodman Leah Hart		
<u>Assistants</u>		
Reading.....Connie Hashem		
Special Education....Lisa Bettencourt Erin Brown Kelli Coviello Brittany Dingle Kerrie Janvrin Nancy Janvrin Lauren Kelleher Abigail Malloy Susan Morin Yvette Pitcairn Susan Stone Linda Swicker JoAnn Turner Susan Vertullo-Lopez Eileen Wudarczyk Serena Zawadzki		
<u>Therapists</u>		
BCBA.....Jennifer Lovejoy		jlovejoy@ipsk12.net
RBT.....Abby Baker Sara Brown Renee Mossler Wendy Nelson Tricia Nicastro Sarah Weiss		
OT Assistant..... Nichole Johnson		
PT Assistant..... DaNeil Baldwin		
Psychologist..... Julia MacDougall		jmacdougall@ipsk12.net
Speech Pathologist....Kristina Furbeck		kfurbeck@ipsk12.net
Speech Assistant.....Taylor Riddle		
<u>Support Staff</u>		
Custodians.....Scott Best Shawn Lue John Surette		
EDP.....Joseph Gill	381	jgill@ipsk12.net
Food Services.....Meghan Persson Lynda Smith	382	mpersson@ipsk12.net
Lunchroom		
Assistants.....Caroline Dalton Sarah Janvrin Katrina Robinson Maria Vicens Ivanov		

2021-2022 WINTHROP SCHOOL STAFF

phone: 978-356-2976 fax: 978-356-8739

website: ipsk12.net twitter: @WinthropSch

		voice mail extension	
Principal	Amy Sullivan	302	asullivan@ipsk12.net
Admin. Assistant	Kate McCormick	301	winthrop@ipsk12.net
Secretary	Jeanne Vlahos	333	jvlahos@ipsk12.net
Nurse	Jon Stafford	304	jstafford@ipsk12.net
Social Worker	Sarah Mitchell	335	smitchell@ipsk12.net
<u>Classroom Teachers</u>			
Preschool	Tina Falconieri	321	tfalconieri@ipsk12.net
	Emily Clark	319	eclark@ipsk12.net
Kindergarten	Jamie Archung	320	jarchung@ipsk12.net
	Tiandra Morris	323	tmorris@ipsk12.net
	Kerry Zagarella	322	kzagarella@ipsk12.net
Grade 1	Molly Lacolla	311	mlacolla@ipsk12.net
	Meghan Hudon	312	mhudon@ipsk12.net
Grade 2	Christine Zybert	313	czybert@ipsk12.net
	Heather Dennison	330	hchaharyn@ipsk12.net
	Melissa D'Andrea	334	mdandrea@ipsk12.net
Grade 3	Mariah Herrick	332	mherrick@ipsk12.net
	Lauren Gouzie-Fonvielle	331	lgouzie@ipsk12.net
	Michaela Lonati	329	mlonati@ipsk12.net
Grade 4	Meg Smith	327	masmith@ipsk12.net
	Marty Daignault	314	mdaignault@ipsk12.net
	Katie Norris	318	knorris@ipsk12.net
Grade 5	Robbyn Wile	316	rwile@ipsk12.net
	Keith Archung	328	karchung@ipsk12.net
	Kathleen O'Reilly	324	koreilly@ipsk12.net
	Laurel Wolfrum	326	lwolfrum@ipsk12.net
<u>Specialists</u>			
Art	Camela Leigh	343	cleigh@ipsk12.net
Music	Laurie (Fabiszewski) Colitti	317	lfab@ipsk12.net
	Jamie Fremont-Smith	337	jfremont-smith@ipsk12.net
	Marissa Scarano	368	mscarano@ipsk12.net
Physical Education	Anthony Falconieri	338	afalconieri@ipsk12.net
	Mark Southam	386	msoutham@ipsk12.net
World Language	Jasmine Carbone	374	jcarbone@ipsk12.net
Special Education	Merrill Clerkin	376	mclerkin@ipsk12.net
	Ysabelle Errico	371	yerrico@ipsk12.net
	Elise Kirby	325	ekirby@ipsk12.net
	Jennifer LaCava	385	mlonati@ipsk12.net
	Jennifer Lacroix	383	jlacroix@ipsk12.net
	Margaret Madeiros	344	mmadeiros@ipsk12.net
	Gretchen Marinopoulos	378	gmarinopoulos@ipsk12.net
	Kathryn Morris	377	kmorris@ipsk12.net
	Alicia Thomas	365	athomas@ipsk12.net
	Title 1 Reading	Cindy Welch-Philappino	339
Title 1 Math	Jennifer Grenier	308	jgrenier@ipsk12.net
Math Specialist	Jennifer Spencer	315	jspencer@ipsk12.net
Library/Media Specialist	Karen Sekiguchi	309	ksekiguchi@ipsk12.net

2021-2022 WINTHROP SCHOOL STAFF

phone: 978-356-2976 fax: 978-356-8739

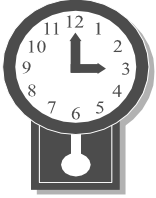
website: ipsk12.net twitter: @WinthropSch

voice mail extension

<u>Teacher Apprentices/Fellows</u>	Jessica Siconolfi		
<u>Assistants</u>			
Library	Ellen Maher		
Math	Silvana Cili		
Preschool	Mary Kate Ellenton Catherine Turner		
Special Education	Brenda Aponas Heather Burke Nancy Dobson Nancy French Lisa Friedman Deborah Loeb Marybeth Mathews Lowell Murray Caitlyn Shea Raegan Wagg		
Special Ed Secretary	Josephine Brouillette	345	jbrouillette@ipsk12.net
Title 1 Secretary	Josephine Brouillette	345	jbrouillette@ipsk12.net
<u>Therapists</u>			
BCBA	Jennifer Lovejoy	375	jlovejoy@ipsk12.net
Behavior Specialists	Kim Carbonneau Jessie Davis Peg Fabbri		
ESL	Lisa Nysten	342	lnysten@ipsk12.net
Occupational Therapy Assistant	Christine McGuire	307	cmcguire@ipsk12.net
Physical Therapist	Colleen Mulkerin	307	cmulkerin@ipsk12.net
Physical Therapist Asst.	DaNeil Baldwin	307	dsousa@ipsk12.net
Psychologist	Rebecca Higgins	374	rhiggins@ipsk12.net
Speech Pathologist	Kristina Furbeck	336	kfurbeck@ipsk12.net
	Shauna Levasseur	370	slevasseur@ipsk12.net
Speech Assistant	Jodi Quinn	306	
<u>Support Staff</u>			
Custodians	Mario Cili Scott DuBois Maria Valdes		
Food Services	Jo-Ann Bishop	340	
	Lisa Stottlemyer	340	wcafe@ipsk12.net
Lunchroom Assistants			
Crossing Guard	Linda Grimes		

IMPORTANT INFORMATION

Hours of Operation



Kindergarten & Grades 1-5: 8:40 a.m. – 3:05 p.m. (M, T, W & F)
8:40 a.m. – 1:50 p.m. (Th)

Ipswich Integrated Preschool Program: Times vary depending on program.
Please contact Winthrop School directly.

Please note: Students must arrive at school after 8:30 a.m. Supervision cannot be provided before this time. At 3:05 p.m., students remain on school grounds only when staying with a teacher or for after school programs.

Before School Procedures

Students should wait at their assigned entrances until the start of school (8:40 a.m.) and then go directly to their classrooms. If the weather is inclement or very cold, students will wait in the hallways.

Students must be on time for school. If they arrive late, they must report to the office and sign in as tardy before going to class. Students who are tardy should have a note from a parent or guardian explaining why they are late.

We ask parents not to enter the parking area between the hours of 8:30 and 8:45 a.m. At dismissal, we ask parents not to enter the parking area between the hours of 3:00 and 3:15 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and between the hours of 1:45 and 2:00 p.m. on Thursdays.

Behavior

We expect that students will handle themselves respectfully and responsibly thereby making positive contributions to the school community. The following general school rules are for everyone:

1. Be responsible for yourself.
2. Respect others (students and adults) and the school property.
3. Help each other.
4. Honor others' need to learn.

Assembly

Assemblies are a great way to foster community learning and connections. Gathering everyone into one space requires social responsibility demonstrated by all.

- ❖ When the person introducing a program begins, it is important for everyone to use whole body listening and attend to the speaker.
- ❖ Appreciation for a program is shown by clapping only.
- ❖ When an assembly is over, students should remain seated quietly until their class has been dismissed.

Cafeteria

- ❖ Students need to speak in soft voices when in the cafeteria so that others are not disturbed and may enjoy their lunches.
- ❖ Students' conversation must be with the people at their own table.
- ❖ When students need something, they should raise their hands and one of the cafeteria assistants will come and help.
- ❖ It is important for students to remember that good table manners include: chewing food with one's mouth closed and not talking with a full mouth, wiping one's hands and mouth with a napkin when needed, not playing with or throwing any food, and sitting with feet down on the floor.
- ❖ The cafeteria is a good place to practice general good manners. Remember to say "Please" and "Thank you" to the people who are serving or helping.
- ❖ It is important for students to leave their table and floor area clean for others. They need to remember to pick up all straw papers, napkins, etc. when dismissed.
- ❖ Students need to remember to take their jackets, sweaters or other belongings when leaving the cafeteria.

Playground

- ❖ We expect students to respect themselves, other people, and the school's property. In being responsible, we expect that they look out for each other and make decisions to keep themselves and each other safe. The following are not allowed: tripping, shoving, tackle games, swearing or name calling, removing others' hats, gloves, etc., fighting or pretend fighting, jumping off or standing on monkey bars, throwing or kicking snow, sitting or standing on top of the parallel bars, climbing or running on the slides, and climbing over the playground fence. Balls are not to be thrown on the roof or against the windows, etc.

Bicycles

Students in Grades 3, 4 and 5 may ride bicycles with a signed permission from their parents. Students must wear bicycle helmets. Students in Grades K to 2 may ride bicycles with helmets when accompanied by a parent/guardian. Due to the heavy pedestrian traffic before and after school, bicycles are to be walked on school grounds. Bikes are to be left in the bike racks during the day. Failure to follow these rules will result in loss of bicycle privileges.

Bus Assignments

Many of our buses are currently filled to capacity. Therefore, once buses are assigned it is not possible for children to ride different ones. Although students might like to ride a different bus home with a friend after school, we simply do not have room and cannot permit this change in schedule. Non riding students may not ride buses home with friends.

Care of School Property

- ❖ If students damage or deface school property (i.e. write on desks, chairs, books, break a window, etc.) they must pay for, repair or replace the property.
- ❖ Students will pay for any lost or damaged library or textbooks.

Field Trips

All students must remember to have parental consent forms signed on or before the day of the field trip. They will not be allowed to join a field trip without a signed parental consent form.

Items from Home

- ❖ Students may not bring items which could result in injury to themselves or to other people. Such items include, but are not limited to, hard balls, bats, laser pointers, toy guns, knives or sharp objects, exploding caps, and matches.
- ❖ Personal electronic devices are not appropriate for school as they distract learning and offer unsupervised access to inappropriate resources. While we recognize a parent's desire to communicate with their child after school hours, cell phones must remain in backpacks and turned off. Failure to do so could result in disciplinary actions.
- ❖ The school cannot be responsible for money or valuable items. It is suggested that such items be brought to school ONLY if necessary and only with parent and teacher permission.
- ❖ Trading or selling of any items is not allowed.
- ❖ Students may not chew gum in school.
- ❖ Students are expected to remove hats and head coverings when entering the building.
- ❖ Animals: Before any can be brought to school, the student must have permission from the classroom teacher in advance. No animals can be transported in a school bus. The animal must be in a suitable container. An adult must transport the animal to and from school.

Lost and Found

Unclaimed clothing, balls, toys or lunch boxes are placed in the lost and found. Money, watches, or other jewelry are turned in to the office. If students are missing something, they are to check the lost and found areas. If money is not claimed within a week, it is given to the person who found it.

School Meals

All students may choose to receive a nutritious lunch daily, including milk, from the cafeteria. A sandwich substitute for the main course is available as well. If a student brings lunch from home, milk or juice may be purchased for 60¢.

The cafeteria menu is designed to offer a variety of foods that will appeal to a wide range of eating habits and tastes. Menu selection is designed to keep costs and plate waste low while offering choices and portions that are wholesome and nutritious. We encourage children to eat their food and drink their beverage. We ask your cooperation in planning lunch for your child. Careful review of the school lunch menu along with knowledge of your child's eating habits will help in this regard.

Students who meet income guidelines established by the Federal Government are eligible to participate in either a free or reduced price lunch program. Annual application forms are available at www.ipsk12.net. These will be sent home during the first week of school as well.

Telephone Use

Students may use the telephone only in case of emergency and with permission from their teacher. Visits to friends, etc. must be taken care of at home, not in school by phone.

Clothing Suggestions

- ❖ We expect that families will make responsible decisions about appropriate clothing for the school day. Clothes which are distracting or inappropriate are not allowed. A student's day may involve classroom activities using chalk, paint, glue or other "messy" materials. Playground activities may involve climbing, sliding and running. Please keep this in mind in making clothing choices.

Clothing Suggestions (continued)

- ❖ PLEASE label clothing such as jackets, sweaters, raincoats, and hats, and other belongings; i.e. lunch boxes, boots, sneakers, etc. Labeled items are more easily returned if lost.
- ❖ For safety reasons, sneakers are required for physical education classes. It is strongly requested that students not wear clogs or high heels to school.
- ❖ It is suggested that children wear boots in snowy weather and bring other shoes or sneakers to wear during class time.

Communication

We encourage parents to make timely contact with the school regarding any issues that may arise. We find that the best way to resolve problems is for the parent and the teacher to communicate directly. You may reach staff members at both schools through the voice mail system, e-mail address, or by sending a note to the teacher.

The Doyon School sends home the Doyon News, an electronic newsletter, every Thursday. The Winthrop School sends home the Winthrop Weekly every Wednesday. These newsletters include information about upcoming events. The websites also offer important information.

The School Councils provide another way to stay informed about the schools. These Councils involve parents in school decision-making and strengthening communication and understanding between the school and the community and business members. All parents are welcome to attend Council meetings.

Parents are encouraged to make an appointment to talk with teachers whenever they wish. If further communication is necessary, parents are welcome to schedule an appointment with the principal.

Dismissal

When a student must be dismissed from school early, he/she is to bring a note from home and give it to his/her teacher. Requests for early dismissals should be restricted to illnesses, emergencies, medical or dental appointments, etc. Students will be dismissed only to a parent, guardian or other authorized person. Students who are being dismissed MUST be picked up and signed out at the office.

Emergency Information Form

In times of emergency, it is extremely important that the school offices have information that will enable them to contact parents immediately. Therefore, the Record Update form sent home at the start of the school year must be completed and returned to school. This form should be completed for every child attending school. Please notify the school office of any change in this information during the school year.

Friends of Ipswich Elementary Schools (F.R.I.E.S.)

The Friends organizations are umbrella organizations that tie together many groups of individuals - teachers, parents, and others in the community who share a common goal, which is to support and enrich the education of elementary school students. Every parent is a member of FRIES. The purpose of the FRIES is to:

- ❖ Organize volunteer assistance throughout the school and at special events.
- ❖ Fund requests from staff members for educational equipment and supplies.
- ❖ Sponsor special programs throughout the year for children in all grades.

Friends of Ipswich Elementary Schools (F.R.I.E.S.) (continued)

- ❖ Plan and conduct fundraising activities to support those special programs.
- ❖ Work to facilitate the exchange of ideas and information among parents and the schools' faculty.
- ❖ Educate the community at large regarding issues that directly involve Ipswich elementary schools.

We encourage your involvement in the Friends groups.

Health

Parents and guardians are encouraged to contact the school nurse at any time regarding the health needs of their child.

- ❖ Physical examinations and immunization records are required of all students entering school and must be dated within six months to the start of school. If the student's family does not participate in vaccinations due to their sincere religious beliefs, a signed letter to that effect must be provided at the start of each school year.
- ❖ An updated physical is required in Grade 4. Parents are encouraged to send physicals more often if they are available.
- ❖ Students in Kindergarten through Grade 5 will receive annual vision and hearing screenings, unless parents request otherwise. Any unusual findings will be reported to parents for follow-up.
- ❖ A student may be excused from physical education, sports, or other activities at a parents' request. For long term accommodations, a doctor's note may be requested.
- ❖ A child who becomes ill or receives an injury in school will be dismissed only to parents/guardians or someone designated by them. Criteria for notifying parents may include (but are not limited to) fever, severe bruising, allergic reactions, vomiting, diarrhea, severe pain, bumps to the head, special conditions requested by the parent, or any condition requiring outside medical attention. Parents are required to provide transportation for their child who has been dismissed.

Parents can help control the spread of illness by:

- ❖ Keeping children at home if they are experiencing fever, nausea, vomiting, diarrhea, enlarged glands, earache, sore throat, rash, or other symptoms of illness. Students should be fever free without medication for 24 hours before returning to school.
- ❖ Keeping children diagnosed with an infectious illness, such as strep throat or conjunctivitis, home for at least 24 hours after the start of antibiotic treatment.
- ❖ Teaching children to cough/sneeze into their elbow and wash their hands after using the bathroom.
- ❖ Sending a note with your child when they return to school describing the reason for any absences.

Medication will be dispensed from the health room in accordance with the medication policy. Students are not allowed to carry medication in school, including over the counter cough drops. Exceptions are permitted by prior arrangement for asthma inhalers, epinephrine auto-injectors, and cystic fibrosis enzymes.

Invitations

Distribution of invitations (birthday party, etc.) in school is discouraged unless everyone in the class is receiving one.

Instrumental Music

Each September Grade 4 and Grade 5 students observe a demonstration of band instruments that are suitable for beginners (string instruments, flute, clarinet, saxophone, trumpet, trombone, and drums). Students are asked to list three instruments in order of preference. This is an important step in assuring the most successful musical experience for each student.

Your child will be given an opportunity to try the three instruments which he/she has listed on the preference sheet. At that time a music staff member will make a recommendation based on the physical consideration (jaw structure, finger size, and arm length) and instrumental needs. This recommendation will be sent home with each student. At that time you and your child will be able to make a final decision based on your child's interest and the musical staff's recommendation.

Beginning instrumentalists will miss 30 minutes of another academic subject for their instrumental lesson and an additional 45 minutes in January when they start band. At the end of each trimester, participation in the instrumental program will be evaluated on an individual basis by music and classroom teachers. If there are any concerns, we will be in touch with you. We hope to ensure that students are successful at meeting their commitment to both classroom and instrumental programs.

Kindergarten Registration and Screening

Your child may come to Kindergarten in September if the following conditions are met:

- ❖ The child must be five years of age on or before August 31 of the calendar year.
- ❖ A birth certificate is presented.
- ❖ A social and health history, an immunization certificate and a physician's report of physical examination within 6 months of entry is submitted.

A Kindergarten screening is held annually, at which time parents register their children for Kindergarten. In addition to having parents present the previously mentioned information, each child's speech, cognitive, verbal, and fine and gross motor skills are screened.

Non-custodial Parents

Under the Family Educational Rights and Privacy Act of 1974, non-custodial parents have the same rights of access to school records as custodial parents do, unless the divorce decree includes a specific order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your child's report cards and other school information please write to the school and enclose four self-addressed stamped envelopes (or whatever is appropriate). Such information will be sent to you throughout the year.

Report Card and Conference Schedules

All students in grades K through 5 receive report cards three times a year. Parent conferences may be scheduled for students. Parents may request a conference with their child's teacher at any time by calling the school to schedule an appointment at a mutually convenient time. Please check the school calendar for dates specifying when report cards are to be sent home and scheduled dates for kindergarten conferences.

Safety/Caring Plan

There is an Elementary School Safety/Caring Plan in place should an emergency situation arise. If it is necessary to evacuate the elementary schools, students would be transported to the Ipswich Middle/High School or Our Lady of Hope Church on Linebrook Road. Parents/guardians would be notified of this evacuation.

School Absence

When a child is going to be absent from school, parents should call the school ahead of time. A message can be left on the answering machine for the Winthrop School at 978-356-2976 and for the Doyon School at 978-356-5506 x111. If the school does not receive a call, attempts will be made to validate the absence. If parents notify the school that their child is to be absent for a specific number of days due to an extended illness, it is not necessary to call after the first day.

School Closing Procedures

Cancellation or Delayed Opening of Schools – See Appendix A9

Procedure to be Followed for Emergency School Closings – See Appendix A10.

School Council

The Massachusetts Education Reform Act has directed all schools in Massachusetts to form School Councils in order to strengthen local school system leadership for school improvement. The Councils involve parents and teachers in school decision making and in strengthening the bonds between school and the community. The Doyon and Winthrop schools have established School Councils that are comprised of the principal, parents, teachers, and community/business members.

Parent members of students attending our elementary schools are subject to elections by the Friends of Winthrop and Doyon.

School Pictures

Individual and class pictures are taken during the fall of each year. Packages must be paid for in advance. Retakes of faulty pictures will be taken as needed. Details regarding dates for picture taking will be sent home with your child.

School Testing – See Appendix A7- A8.

Student Record Accessibility

All records pertaining to children are accessible to their parents. Copies of the records are available to parents or guardians at a nominal cost of reproducing the records

School Registration and Student Placement

New students will be assigned placement after reviewing registration forms. This procedure of delayed enrollments is to allow teachers time to gather materials and plan fully for each new student. State law requires a child's immunization records to be presented upon registration or before the child's entry to school. A physician's report of physical examination completed within 6 months of entry must be submitted.

Grade and teacher placement is tentative pending administrative/guidance review of all student records.

Student Transfers

When a student is transferring to another school district, parents are to notify the school office by completing the Records Release Form at least one week in advance. This will enable the teacher to complete a transfer form describing the student's program. Please see that all textbooks, library books, and other school materials have been returned to school before the child's last day.

The student's school records will be forwarded to the new school upon written request from the new school.

Support Services

Various support services are available to all students as needed in order to enable them to function successfully in the classroom. These may include: counseling, special needs support, child study team, speech and language therapy, occupational therapy, vision therapy, physical therapy, Title I reading & math, math support, reading support and English as a second language.

❖ Title I

Title I is a federally funded program which provides supportive instruction in reading and math to eligible students. Students are chosen on the basis of achievement test scores and teacher referral. The program provides concentrated tutorial help in small groups four or five times a week. Students receive this help in classrooms or in the Title I room. Due to federal regulations this service is available only at Winthrop School.

❖ Special Needs

Children who have learning or behavior problems or who need help in the areas of speech, language, or hearing may be referred for an evaluation in accordance with the regulations of Chapter 766/PL 94-142. The referral process can be initiated by a parent, guardian, teacher, or other school official.

The process, which requires parental input, is designed to plan for a child's education based on his/her individual strengths and weaknesses. Inquiries about possible referrals should be made to the classroom teacher, the school social worker, or the principal.

After the necessary assessments of the child are made, a meeting is held with the child's parents to write an individual educational plan (IEP), which will help to alleviate or eventually correct the problems which are hindering the child's progress in school.

❖ Student Support Team

Student Support Team meetings are a regular education initiative to ensure that all efforts have been made to meet a child's needs within the regular education program. Such efforts may include, but are not limited to: modifications of the curriculum, teaching strategies, teaching environments, or materials; and the use of support services, consultative services and building based teams to meet the child's needs in the classroom. Such efforts and their results are documented and placed in the child's record. This is the first step before special education services are considered.

Visitors to School

Safety is a top priority for all of our schools. Doors are locked during the day, requiring the use of a buzzer system for entry. If we haven't had the pleasure of meeting you, we may ask that you present identification prior to entering. Once in the building, we ask that you sign in at the office to obtain a visitor's pass. Please return the visitor's pass to the office and sign out upon leaving. Thank you in advance for supporting us in our diligence.

Volunteers

Staff members welcome the assistance of parents and other interested community members as volunteers in the classrooms or in other areas of the school. State mandates require background checks and fingerprinting for safety purposes. Please speak with the principal or other staff if you would like to donate your time and energy to help.

APPENDIX INDEX

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The Ipswich Public Schools' web site (www.ipsk12.net) contains all of the most recent district policies, as well as other information which may be useful to students and parents. All of the information on this web site is available for viewing, downloading, and printing.

If you would prefer paper copies of any of the information or policies contained on the web site, please contact the Superintendent's Office.

Discipline

For complete information see IPS policy JIC on district website

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place your child in an interim alternative educational setting for up to 45 school days. If your child has been placed in an interim alternative education setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 days. Thereafter, your child will return to the previously agreed-upon educational placement unless either a hearing officer orders another placement or you and the school agree to another placement.

Anytime the school wishes to remove your child from his or her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten cumulative days when a pattern of removal is occurring, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include the following:

- (a) Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavior intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

- (b) Prior to any removal that constitutes a change in placement, the school district must send you a full statement of your procedural rights and inform you that the Team will consider whether or not the behavior that forms the basis for the removal is related to the student's disability. This consideration is called a "manifestation determination." Remember that you, as the parent, always have the right to participate as a member of the Team.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the Team must consider evaluation information, observational information, the student's IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student's disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers if the student's disability impaired the student's ability to control his or her behavior.

If the Team determines that the behavior was related to your child's disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use or serious bodily injury) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement.

If the Team determines that the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide your child with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.

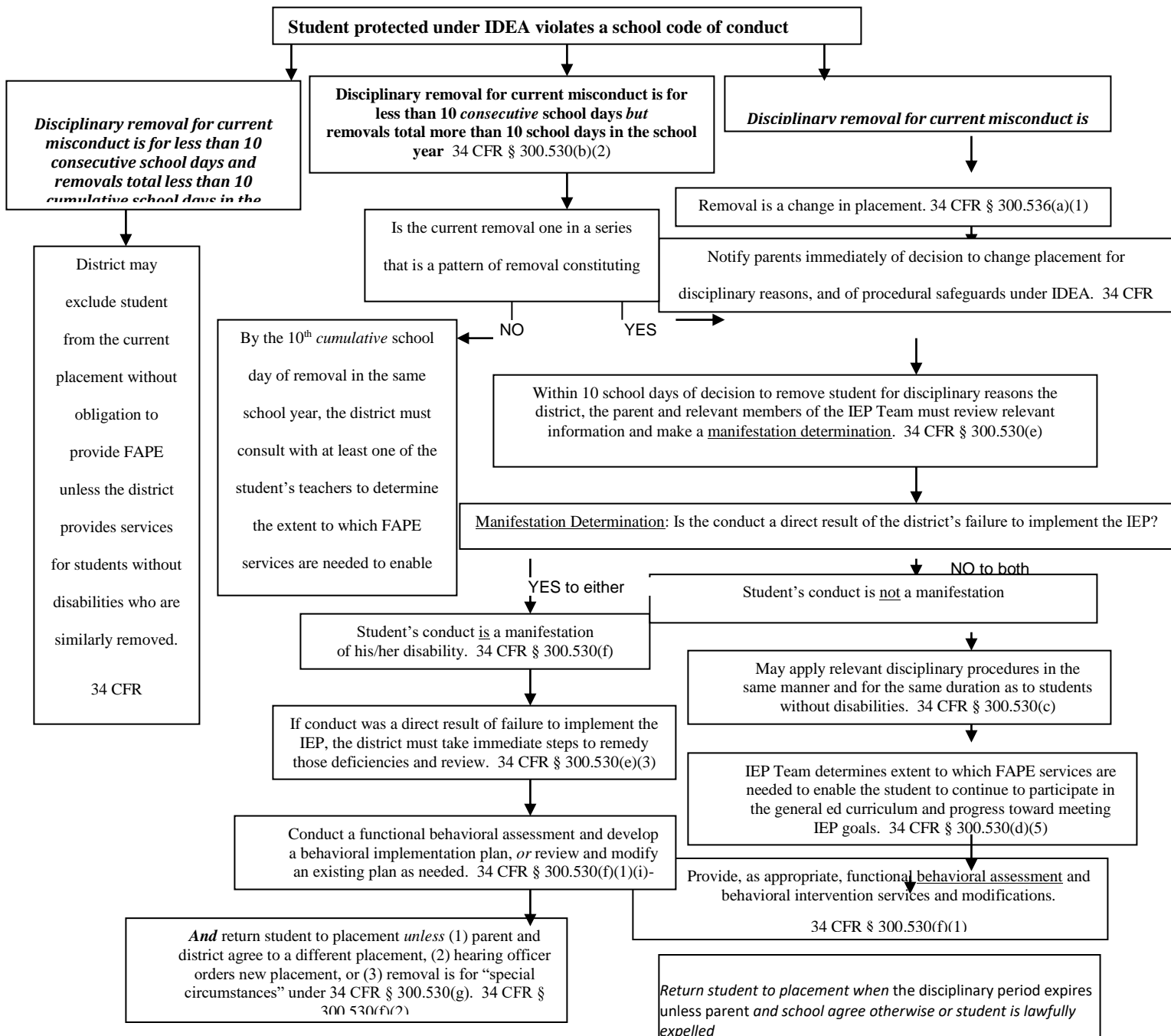
In the case of a disagreement with the Team's determination:

If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Discipline of Special Education Students Under IDEA 2004

20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11th school day of a student’s disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the “special circumstances” of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student’s placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.

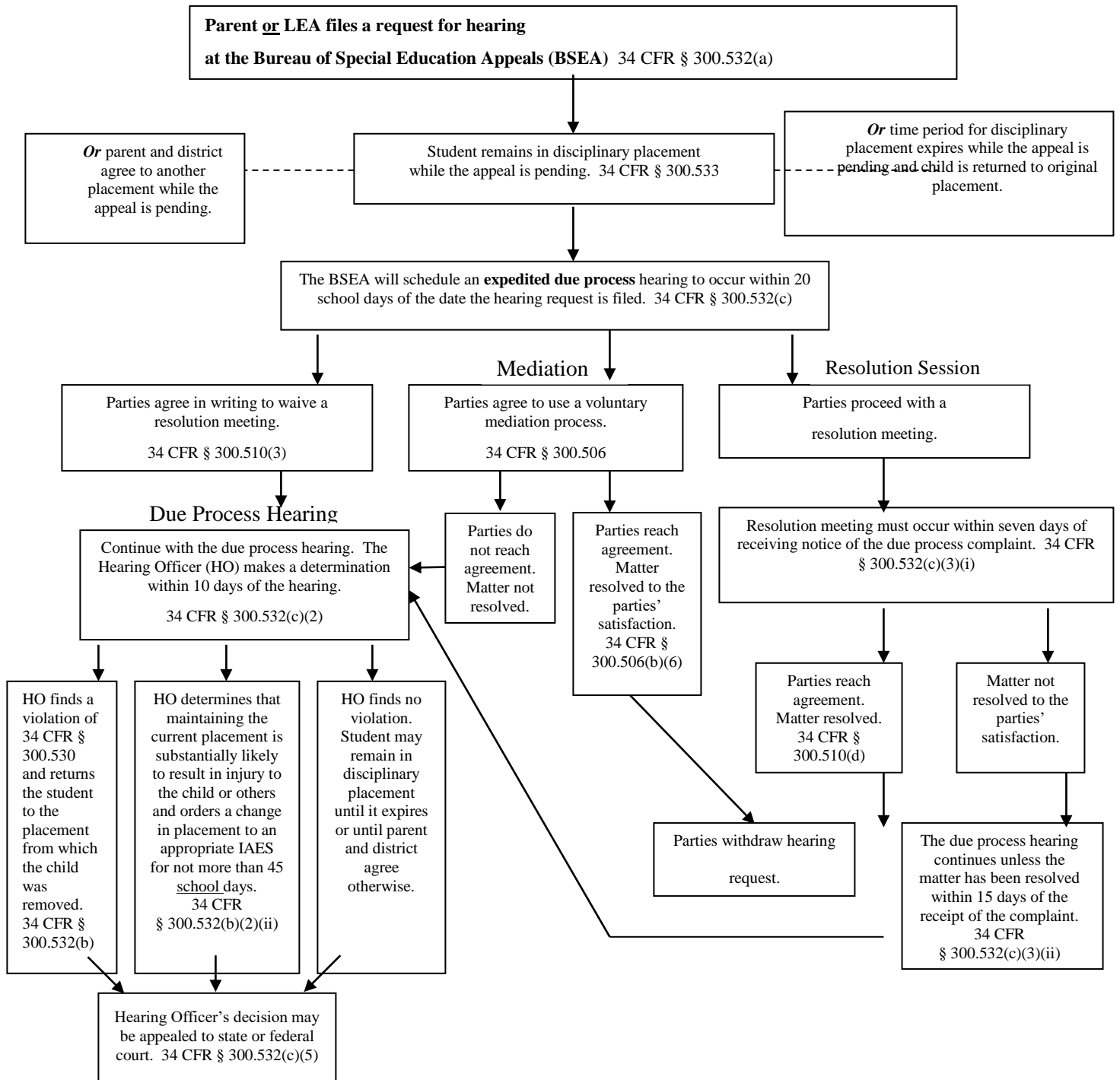


Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

- A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.
- An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



DEFINITIONS

A student for whom the district is deemed to have knowledge of a disability – A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge if: (1) the child’s parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the parent of the child had requested a special education evaluation; or (3) the child’s teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

Change of placement – A change of placement because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because: (1) the removals total more than 10 school days in a school year; (2) the child’s behavior is substantially similar to previous incidents that resulted in the series of removals; and (3) additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern. 34 CFR § 300.536.

Current placement – The placement from which the student was removed for disciplinary reasons.

Interim alternative educational setting (IAES) – An IAES is a disciplinary placement that is not the same as the child’s current placement as defined in his/her IEP.

Manifestation determination – The determination made by the district, the parent, and relevant members of the student’s Team, after review of all relevant information in the student’s file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the child’s disability; or (2) the conduct in question was the direct result of the district’s failure to implement the student’s IEP. 34 CFR § 300.530(e).

Special circumstances – Where the disciplinary conduct is a “special circumstance,” school personnel may remove a student to an IAES for not more than 45 school days, regardless of the results of the manifestation determination. Special circumstances exist if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency (district); or
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. 34 CFR § 300.530(g).

Serious bodily injury – As defined in 18 U.S.C. § 930, a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 34 CFR § 300.530(i)(3).



Ipswich Public Schools

PAYNE SCHOOL BLDG.
1 LORD SQUARE
IPSWICH, MA 01938-1909
TEL. (978) 356-2935 X 1117
FAX (978) 356-0445

September 2021

TO: Parents of Elementary Students

In accordance with the U. S. Environmental Protection Agency Regulations 40 CFR, Part 763 pertaining to “Friable Asbestos-Containing Materials in Schools: Identification and Notification,” the Ipswich School Department is advising you that all public schools in this system were inspected for actual and potential asbestos hazards.

Winthrop School: All asbestos in the Winthrop School has been removed except for the 9" floor tiles. These tiles have been tested and contain minimal to traces of asbestos. They are considered by the U. S. Environmental Protection Agency to be of no danger unless they are drilled or sanded.

Doyon School: All asbestos in the Doyon School has been removed except for 9" floor tiles and spray on the ceiling of a boiler room storage area and not accessible to students, parents, or staff. The floor tiles have been tested and contain minimal to traces of asbestos. They are considered by the U. S. Environmental Protection Agency to be of no danger unless they are drilled or sanded.

Currently there is only a small percentage of the 9" x 9" tiles in each of the buildings, and most tiles have been covered with carpet and/or non-asbestos sheet goods.

A complete engineering report is on file for your inspection in the schools' Administration Office and in the Office of the Superintendent of Schools, One Lord Square. The specifications used for guiding the contractor in removing this asbestos, as well as all pertinent information relative to testing, is available.

Please feel free to contact us if you have any questions.

Cheryl Herrick-Stella
Director of Finance and Operations

PREPARING FOR LIFE THROUGH LEARNING

Visit us at our Website: www.ipsk12.net

Ipswich Public Schools
TESTING SCHEDULE – 2021-2022

<u>Elementary</u>		
Pre-K	Pre-School Early Screening Inventory 3 and 4 year olds	March 2022
K	Early Screening for Kindergarten Entrance	April - May 2022

The above tests are given to all students in a particular group; therefore, parental permission is not required.

Notes:

1. Specialized tests of interests, specific aptitudes, individual intelligence, personality and achievement are on file to be administered for evaluation and information purposes usually on referral or as advisable. Parental permission is required.
2. Diagnostic tests are widely administered for in-depth evaluation of children/students referred for consideration under federal and state special education law. Parental permission is required.
3. The Statewide Testing Schedule for 2021-2022 is on the following page.

2021–2022 Initial MCAS Testing Schedule

November 2021 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
Mathematics Note: For November 2021, Mathematics will be administered before ELA.	Next-Generation CBT (PBT available as an accommodation)	<ul style="list-style-type: none"> • November 9: Mathematics Sess. 1 • November 10: Mathematics Sess. 2
	Legacy (PBT only) <i>Last legacy retest administration in Mathematics</i>	<ul style="list-style-type: none"> • November 9: Mathematics Sess. 1 • November 10: Mathematics Sess. 2
ELA	Next-Generation CBT (PBT available as an accommodation)	<ul style="list-style-type: none"> • November 16: ELA Session 1 • November 17: ELA Session 2
	Legacy (PBT only) <i>Last legacy retest administration in ELA</i>	<ul style="list-style-type: none"> • November 16: ELA Composition Sess. A and B • November 17: ELA Reading Comprehension Sess. 1 and 2 • November 18: ELA Reading Comprehension Sess. 3

February 2022 MCAS Biology Test

Subject Area	Type of Test	Prescribed Test Administration Dates
Biology	Legacy (PBT only) <i>Last legacy administration in Biology</i>	<ul style="list-style-type: none"> • February 2: Biology Session 1 • February 3: Biology Session 2

March 2022 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
ELA	Next-Generation CBT (PBT available as an accommodation)	<ul style="list-style-type: none"> • March 9: ELA Session 1 • March 10: ELA Session 2
Mathematics	Next-Generation CBT (PBT available as an accommodation)	<ul style="list-style-type: none"> • March 15: Mathematics Sess. 1 • March 16: Mathematics Sess. 2

Spring 2022 MCAS Tests for Elementary and Middle Schools

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE	
Next-Generation CBT (PBT available as an accommodation)	
ELA test sessions	March 28–Apr 29 (Note that ELA will be administered earlier than Mathematics and STE.)
Mathematics test sessions	April 25–May 27
STE test sessions	April 26–May 27

Spring 2022 MCAS Grade 10 ELA and Mathematics Tests

Grade 10 ELA Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates <i>Test the maximum number of students who can participate concurrently.</i>	ELA Session 1	March 22
	ELA Session 2	March 23
Administration Dates Only if Needed <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	ELA Session 1	March 24
	ELA Session 2	March 25
Grade 10 Mathematics Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Mathematics Session 1	May 17
	Mathematics Session 2	May 18
Administration Dates Only if Needed	Mathematics Session 1	May 19
	Mathematics Session 2	May 20

Spring 2022 MCAS High School STE Tests

Biology and Introductory Physics Tests Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Session 1	June 7
	Session 2	June 8
Administration Dates if Needed	Session 1	June 9
	Session 2	June 10
Chemistry and Technology/Engineering Tests Legacy (PBT only)		
Session 1	June 7	
Session 2	June 8	

2022 ACCESS for ELLs

Grades K–12 CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test and Alternate ACCESS remain paper-based.)	
ACCESS for ELLs test sessions	January 6–February 10

2022 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School	
Submission deadline	April 1

INFORMATION ON CANCELLATION OR DELAYED OPENING OF SCHOOLS

All “no school” closings will be announced on the Ipswich Schools Website

www.ipsk12.net

A Blackboard Connect message will also be sent to all families.

Announcements for cancellation or delayed opening of schools will be made on the following TV stations:

<u>TV STATION</u>	<u>CHANNEL</u>
WBZ-TV	4
WCVB-TV	5

Please note that the Ipswich Public Schools has a **DELAYED OPENING PLAN**. All delayed openings will be for two hours. That means all schools will start two hours later than normal and buses will pick up students and bring them to school two hours later than their normal time. Schools will, however, close at the regularly scheduled time.

September 2021

PROCEDURE TO BE FOLLOWED FOR EMERGENCY SCHOOL CLOSINGS

The decision to close schools early because of emergency situations will be made by the Superintendent; or, on rare occasions, by his/her designee.

As soon as the decision is made that Ipswich Public Schools will close early, the announcement will be made via:

Blackboard Connect Message

Ipswich Schools Website: www.ipsk12.net

Please be sure the emergency information record update form, which each student is required to complete in September, is accurate. We urge you to use a neighbor or someone in your neighborhood as an emergency contact person. It is of utmost importance that we have updated emergency information on file in each school.

In the case of **ELEMENTARY STUDENTS** only, if, according to the student, neither parent, guardian nor emergency contact person is available, the student must remain at school until he/she can be picked up by a parent, guardian, or emergency contact person.

Middle and high school students generally know who and where their emergency contact person is; therefore, if an emergency early dismissal is warranted, middle and high school students will be dismissed early according to their normal dismissal procedures.

September 2021